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ABSTRACT

This report analyzes the Academy of the Canyons (AOC) program at College of the Canyons (COC), California. AOC, a middle college high school, is a collaboration between the William S. Hart High School District and College of the Canyons. The program is designed to provide a supportive, flexible, and academically enriched environment for students whose needs are not being met by the large, comprehensive high schools. All AOC students are enrolled in Advisement, a class designed to support students both academically and socially. The faculty member for Advisement serves as the students' advisor throughout the school year. AOC students often include those who are not tied to the home campus through extracurricular activities and who may be creative, artistic, and/or individualistic. The students may also have discrepancies between their standardized scores and grades. AOC students outperformed other COC students in relation to retention and success; their success rate was 8% higher than other COC students enrolled in the same courses. The first-term retention rate for AOC students is 96%. Seventy-seven percent of AOC alumni have chosen to continue their post-secondary education at COC, while 20% have transferred to other higher education institutions. Only 3% are taking time off. (Contains 11 figures and 11 tables.) (NB)

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Institutional Development and Technology

Academy of the Canyons Report Fall 2002

Report # 133

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Academy of the Canyons (AOC) Report
Fall 2002

Executive Summary

The Institutional Development and Technology office (IDT), in cooperation with the principal of Academy of the Canyons conducted an evaluation of Academy of the Canyons, including student retention and success rates, college course enrollment by department, college math and English success by ethnicity and gender, college level math and English grades, UC and CSU units taken, and drop / add activity as of 1st census date.

Academy of the Canyons (AOC), a "middle college high school", is in its third year of operation on the College of the Canyons campus. AOC, a collaboration between the William S. Hart Union High School District and College of the Canyons, is designed to provide a supportive, flexible and academically enriched environment for students whose needs are not being met by the large comprehensive high schools. The first middle college high school was founded in 1974 on the campus of LaGuardia Community College in New York City to help break the barriers between high school and college and provide an alternative for students at-risk of dropping out of high school (http://pfie.ed.gov, 2003). Currently more than 30 middle college high schools are serving "disengaged" students nationwide (Grier, 2002). The two initial sites in California were at Los Angeles Southwest and Contra Costa community colleges and were founded in 1988. Currently the California Community College system funds 14 middle college high schools. Academy of the Canyons is open to 11th and 12th grade high school students who "...have at least average academic ability, demonstrate they are independent enough to leave the comprehensive high school campus, and have the ability and desire to work hard" (AOC brochure). The student body is smaller than traditional high schools, which allows students to get to know each other and their teachers better than they might at a traditional high school. All AOC students are enrolled in "Advisement", a class designed to "...support students academically and socially in the college setting" (AOC brochure). The faculty member for the class serves as the students' advisor throughout the school year. This class fosters interaction and communication between students and teachers since students are required to meet with their advisor on a daily basis. Enrollment for the Fall 2002 semester was **135** and heavy ***recruitment*** efforts during February and March expects to attract **160** ***new students*** for the Fall 2003 term (40 students from each comprehensive high school in the Wm. S. Hart Union School District).

Typically, AOC students have shown potential to succeed. However, their lack of desire to be part of a traditional high school environment threatens their academic success. Many times the profiles of AOC students are those who:

- May have a discrepancy between their standardized scores and grades.
- Show adequate social adjustment within the high school, but may be disconnected from the high school environment.
- Are not tied to the home campus through participation in clubs, drama, or athletics.
- May be creative, artistic, and / or individualistic (Source: AOC Brochure).

The purpose of the evaluation was to gather information that will be useful to both Academy of the Canyons and COC staff for planning purposes.

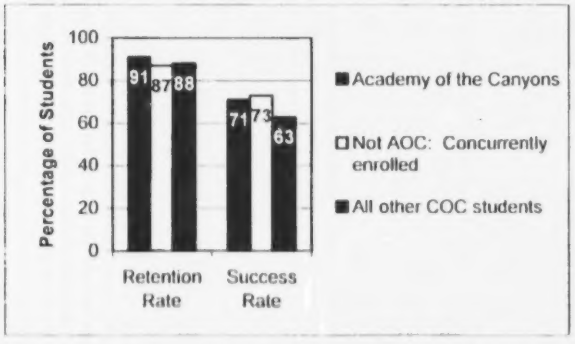

Figure 1. Fall 2002 Retention and Success Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC students

Evaluation of AOC student success where retention and success were the outcome measures revealed that AOC students outperformed other COC students in the same classes. ***In fact, the success rate for AOC students was 8% higher than other COC students!*** AOC students' success rate was lower than other concurrently enrolled students not attending AOC; however, their success rates have consistently been higher than all other COC students enrolled in the same courses for Fall 2000, Fall 2001 and Fall 2002. These results are compelling considering the scope and rigorous nature of the college courses attended by AOC students and the fact that AOC students completed 7

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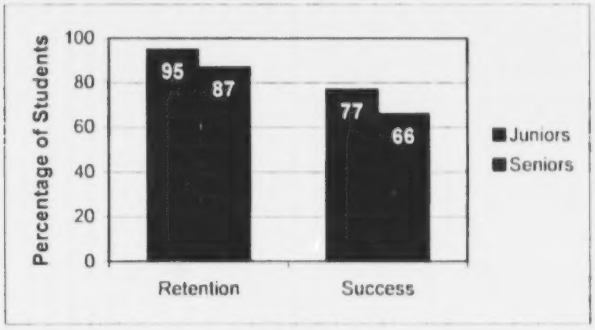
units each on average during Fall 2002.

Interestingly, results were similar for another middle college high school. During its first semester, the middle college high school located at Shelby State Community College (SSCC) in Tennessee had a retention rate of 95.5 percent, which is comparable with Academy of the Canyons' first term retention rate of 96 percent (Heard, 1988).

While AOC retention and success rates are higher than other COC students enrolled in the same sections, success rates continued to show a decline from the Fall 2001 to Fall 2002 semester. Comparing *Fall 2000, Fall 2001 and Fall 2002*, success rates also declined for other COC students enrolled in the same sections. On the other hand, while there seems to be less consistency with the success rates of other concurrently enrolled students (not AOC) over the same period, their rates for Fall 2001 and Fall 2002 continue to be higher than AOC students. Interestingly, ***AOC juniors*** had high ***higher*** retention and success rates (**95** and **77**, ***respectively***) than the seniors (**87** and **66** ***percent***, respectively) for the Fall 2002 term (see Figure 3). This may help explain the lower success rate for all AOC students from Fall 2000 to Fall 2002, since the proportion of seniors has likely increased. It is possible that "senioritis" is accounting for the lower success rate of AOC seniors compared to AOC juniors, thus bringing down the overall success rate for AOC students. It is important to continue comparing the retention and success rates of juniors and seniors in subsequent terms to see if there is a trend.



AOC's retention rate for the Fall 2000 to Fall 2002 semester decreased from **96** to **91** ***percent***, respectively. This decline is also shown for other concurrently enrolled students (not AOC) for the Fall 2000 and Fall 2002 semesters (**92** and **87** ***percent***, respectively) and other COC students **69** and **63** ***percent***, respectively. While AOC students showed a decline from the Fall 2000 to Fall 2002 semester, their retention rate across all terms was higher than other concurrently enrolled students (not AOC) and other COC students enrolled in the same sections.

Recently an analysis was done to investigate what English courses AOC alumni are enrolling in at COC upon graduation from the Academy. Upon graduation from AOC, alumni from the 2001 and 2002 graduating classes have enrolled in a variety of English courses with the majority being remedial (**60%**), which is ***lower*** than the percentage of other Wm. S. Hart Union High School District alumni enrolling in remedial English courses (**76%**). Faculties from College of the Canyons and the Wm. S. Hart Union High School District should consider issues related to the articulation of curriculum and consistency of expectations across academic levels.

Furthermore, **77** ***percent*** of AOC alumni have chosen to continue their post-secondary education at ***College of the Canyons***, while **20** ***percent*** have ***transferred to four-year or two-year institutions***. Only **three** *percent* (3 out of 115 graduates) are taking some time off and are currently working.

Overall, AOC students are successfully completing college course work requirements identified by AOC as seen in the aforementioned retention and success rates. Given the pattern of retention and success rates decreasing from the Fall 2000 to Fall 2002 semester, consideration can be given to exploring ways to provide additional support services designed to help minimize the decrease in retention and success rates, especially among the seniors who had a lower success rate than the juniors during the Fall 2002 term.

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Table of Contents

Introduction 2
Methods 3
Major Findings 4
Conclusion 16

Index of Figures and Tables

Figures

Figure 1. Fall 2002 Retention and Success Rates for AOC Students Compared to Concurrently Enrolled Students (Not AOC) and Other COC Students 4
Figure 2. Retention Rates for AOC Students Compared to Concurrently Enrolled Students (Not AOC) and Other COC Students: Fall 2000, Fall 2001 and Fall 2002 4
Figure 3. Success Rates for AOC Students Compared to Concurrently Enrolled Students (Not AOC) and Other COC Students: Fall 2000, Fall 2001 and Fall 2002 5
Figure 4. Retention and Success Rates for AOC students: Comparison of Juniors and Seniors - Fall 2002 5
Figure 5. Fall 2000 UC and CSU Units Successfully Passed by AOC Students 10
Figure 6. Fall 2001 UC and CSU Units Successfully Passed by AOC Students 10
Figure 7. Fall 2002 UC and CSU Units Successfully Passed by AOC Students 11
Figure 8. Number of Adds and Drops by AOC Students as of First Census Date. 11
Figure 9. Percent of Juniors at AOC Scoring At or Above Average (50th percentile) compared to other Comprehensive High Schools in the Wm. S. Hart Union High School District and the State on the Reading Portion of the SAT 9 - 2002 12
Figure 10. Percent of Juniors at AOC Scoring At or Above Average (50th percentile) compared to other Comprehensive High Schools in the Wm. S. Hart Union High School District and the State on the Language Portion of the SAT 9 - 2002 12
Figure 11. Percent of AOC Alumni Enrolled in College – Class of 2001 and 2002 16

Tables

Table 1. Success by Ethnicity: COC Math Courses 5
Table 2. Success by Ethnicity: COC English Courses 5
Table 3. Success by Gender: COC Math Courses 6
Table 4. Success by Gender: COC English Courses 6
Table 5. AOC Enrollment in COC Math Courses by Level 7
Table 6. AOC Enrollment in COC English Courses by Level 7
Table 7. AOC Grade Distribution in Math and English Compared to Other COC Students in the Same Sections 8
Table 8. AOC Course Enrollment in COC Courses by Academic Department - Fall 2001 9
Table 9. AOC Course Enrollment in COC Courses by Academic Department – Fall 2002 9
Table 10. Percent of Students Scoring At or Above Average (50th percentile) for AOC Juniors for Subjects Tested on the SAT-9 Compared to other Juniors at the Comprehensive High Schools in the Wm. S. Hart Union High School District and the State: Spring 2002 13
Table 11. English Courses Taken by AOC Alumni at COC Upon Graduation at the Academy (2001 and 2002 graduating classes) 13

Introduction

The Institutional Development and Technology office (IDT), in cooperation with the principal of Academy of the Canyons conducted an evaluation of Academy of the Canyons, including student retention and success rates, college course enrollment by department, college math and English success by ethnicity and gender, college level math and English grades, UC and CSU units taken, and drop / add activity as of 1st census date.

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The purpose of the evaluation was to gather information that will be useful to both Academy of the Canyons and COC staff for planning purposes.

Methods

Evaluation of Academy of the Canyons included:

- Fall 2002 Retention and Success Compared to Concurrently Enrolled Students (Not AOC) and all other COC students.
- Retention and success rates of AOC juniors compared to AOC seniors for Fall 2002.
- Retention and Success rates for AOC students: Fall 2000, Fall 2001 and Fall 2002.
- Fall 2001 Course Enrollment by Academic Department.
- Fall 2002 Course Enrollment by Academic Department.
- Math and English (Fall 2000, Fall 2001 and Fall 2002):
  - Success Rates by ethnicity and gender
  - Enrollment by course level
  - Grades awarded for AOC students compared to all other students in same sections
- Total and median UC and CSU successfully passed for Fall 2000, Fall 2001, and Fall 2002.
- Drop / Add activity for Fall 2000, Fall 2001 and Fall 2002 as of 1st census date.
- SAT-9 2002 Test Results for AOC juniors.
- Alumni enrollment in English courses at College of the Canyons upon graduation from the Academy and where they are transferring to upon completion of transfer requirements at COC.

Throughout the report "enrollment" is defined as the number of courses that students are enrolled in. For example, if five students were each enrolled in two courses, there would be 10 enrollments. The "number of students" will refer to the number of students where students are only counted once. Success rates for math and English courses are only reported for groups with at least 10 enrollments. Throughout the analysis and presentation of findings in this report, course success is defined as the percent of students successful in courses out of the total enrolled in the course (*Numerator* = Number of students [duplicated] with A, B, C, CR; *Denominator* = Number of students [duplicated] with A, B, C, D, F, FW, CR, NC, W, I). This report uses the Research and Planning Group's (RP Group) definition, which facilitates statewide comparisons. Grades were obtained using the Fall 2002 USX file from the California Community College Chancellors Office (CCCCO).

Analyses were performed using the College's Management Information System (MIS), SPSS and Excel. MIS files used were the 320, USX, UST, and UCB files for Fall 2000, Fall 2001 and Fall 2002.

Major Findings

Recently, Academy of the Canyons was evaluated using outcome measures that were based on students' success in college courses. Two measures used were students' retention (completing the college courses without withdrawing) and success (successfully completing the college courses with a "C" or better). AOC students were compared to other (not AOC) concurrently enrolled students and all other (non-high school) COC students in the same college classes.

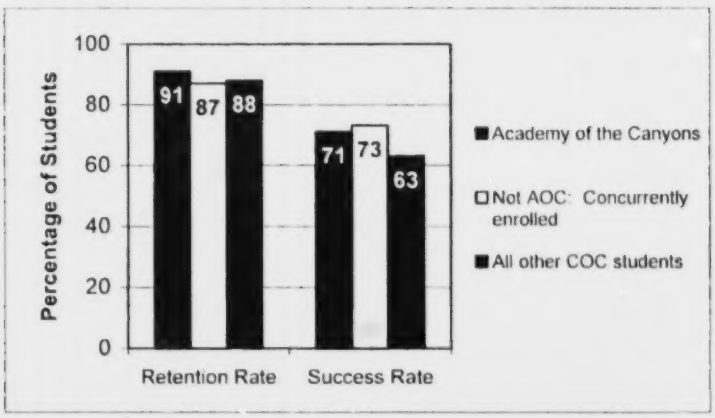

Figure 1. Fall 2002 Retention and Success Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC students

As is evidenced by Figure 1, AOC students outperformed other COC students in the same classes. ***In fact, the success rate for AOC students was 8% higher than other COC students!*** AOC students' success rate was slightly lower than other concurrently enrolled students not attending AOC; however, their success rates have consistently been higher than all other COC students enrolled in the same courses for Fall 2000, Fall 2001 and Fall 2002. These results are compelling considering:

- AOC students completed 7 units each on average for Fall 2002.
- The scope and rigorous nature of the college courses attended by AOC students.

Figure 2 illustrates retention rates over time for AOC students compared to other concurrently enrolled students (not AOC) and other COC students. AOC retention rates over the past three Fall terms has shown a decline, however their retention rate continues to remain higher than other concurrently enrolled students (not AOC) and other COC students in the same courses.

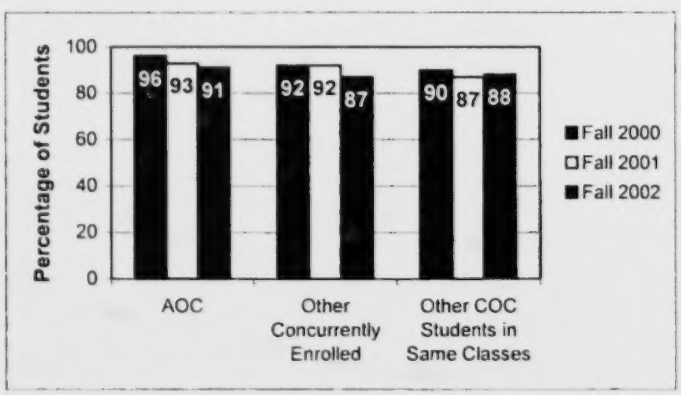

Figure 2. Retention Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC students: Fall 2000, Fall 2001 and Fall 2002.

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AOC Students' Retention and Success Drops... "Senioritis May be to Blame"

As is evidenced by Figure 3, AOC students have consistently shown a decrease in their success rates over the past three fall semesters, which is consistent with that of all other COC students in the same sections. On the other hand, while there seems to be less consistency with the success rates of other concurrently enrolled students (not AOC) over the same period, their rates for Fall 2001 and Fall 2002 were slightly higher than AOC students.

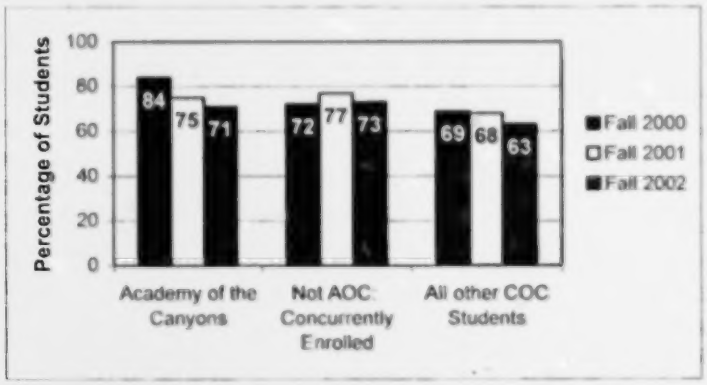

Figure 3. Success Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC students: Fall 2000, Fall 2001 and Fall 2002.

Interestingly, ***AOC juniors*** had ***higher*** retention and success rates (**95** and **77**, ***respectively***) than the seniors (**87** and **66** ***percent***, respectively) for the Fall 2002 term (see Figure 4). This may help explain the decrease in success rates for all AOC students Fall 2000 to Fall 2002, since the proportion of seniors has likely increased. It is possible that "senioritis" is accounting for the lower success rate of AOC seniors compared to AOC juniors, thus bringing down the overall success rate of AOC students.

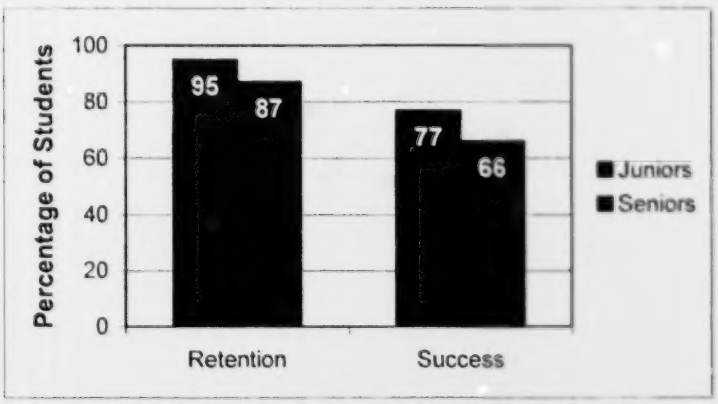

Figure 4. Retention and Success Rates for AOC students: Comparison of Juniors and Seniors - Fall 2002.

The success of concurrently enrolled AOC students was further analyzed disaggregating by ethnicity and gender for math and English courses. Tables 1 and 2 show the number of course enrollments in math and English and the success rates by ethnicity. AOC students enrolled in English to a much lesser degree than math.

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Table 1. Success by Ethnicity: Math Courses

	Fall 2000		Fall 2001		Fall 2002	
	% Success	Enrollmen	uccess	nrollment	% Success	Enrollment
Asian	N/A	8	54	13	N/A	6
Black	N/A	1	N/A	4	N/A	7
Filipino	N/A	2	N/A	2	N/A	8
Latino	75	16	70	10	N/A	4
Native Amer	N/A	2	N/A	0	N/A	1
Other	75	20	64	14	N/A	4
White	67	90	58	73	47	59
Not Reported	N/A	2	N/A	6	N/A	3
Total		141		122		92

*Note: Success rates only reported for groups with 10 or more enrollments.

Table 2. Success by Ethnicity: English Courses

	Fall 2000		Fall 2001		Fall 2002	
	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment
Asian	N/A	0	N/A	1	N/A	1
Black	N/A	0	N/A	0	N/A	0
Filipino	N/A	0	N/A	1	N/A	0
Latino	N/A	0	N/A	0	N/A	1
Native Amer	N/A	0	N/A	0	N/A	0
Other	N/A	1	N/A	3	N/A	0
White	N/A	2	N/A	5	N/A	2
Not Reported	N/A	0	N/A	0	N/A	0
Total		3		10		4

*Note: Success rates only reported for groups with 10 or more enrollments.

Tables 3 and 4 show the number of course enrollments in math and English and the success rates for men and women. For example, 98 course enrollments in math were completed by female students concurrently enrolled at AOC in Fall 2000. Of those, 71 percent (70 course enrollments) were completed with a grade of "C" or higher.

Women had higher success rates in math courses than did men for all semesters examined. AOC students enrolled in English to a much lesser degree than math. One reason could be that more high school level English than math classes are offered at AOC. The reader should use caution in interpreting the success rates for any group with low enrollments because small changes in number can result in large changes in percentages.

Table 3. Success by Gender: Math Courses

	Fall 2000		Fall 2001		Fall 2002	
	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment
Female	71	98	61	72	48	46
Male	67	43	56	50	48	46
Total		141		122		92

*Note: Success rates only reported for groups with 10 or more enrollments.

Table 4. Success by Gender: English Courses

	Fall 2000		Fall 2001		Fall 2002	
	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment
Female	N/A	2	N/A	8	N/A	2
Male	N/A	1	N/A	2	N/A	2
Total		3		10		4

*Note: Success rates only reported for groups with 10 or more enrollments.

Tables 5 and 6 show the levels of math and English courses completed by AOC students concurrently enrolled at COC. Here, course levels are represented by the course number. For example, 33 AOC students completed Math-070 (intermediate algebra) in Fall 2002. The highest enrollment across all three Fall semesters is in Math-070.

Table 5. AOC Enrollment in COC Math Courses by Level

Course Title and Number	Fall 2000 Enrollment	Fall 2001 Enrollment	Fall 2002 Enrollment
Math Lab for Mediated Learning (010)	7	12	9
Arithmetic (025)	5	2	1
Arithmetic – Mediated Learning (026)	2	0	1
Algebra Preparation (Part A) - 057	22	0	0
Algebra Preparation (Part B) - 058	19	12	5
Developmental Algebra (059)	5	7	4
Elementary Algebra (060)	20	26	18
Geometry (063)	0	1	1
Intermediate Algebra (070)	46	35	33
Trigonometry (102)	1	10	6
College Algebra (103)	11	13	10
Math for Elementary School Teachers (130)	0	0	0
Intro Statistics (140)	2	0	1
Calculus (211)	2	3	2
Calculus II (212)	0	1	0
Calculus III (213)	0	0	1
Total	142	122	92

Table 6. AOC Enrollment in COC English Courses by Level

Course Title and Number	Fall 2000 Enrollment	Fall 2001 Enrollment	Fall 2002 Enrollment
Reading Skills (034)	0	0	0
Study Skills / Listening & Note taking (063)	0	1	0
Introduction to College Reading (080)	0	1	0
Writing Skills (090)	2	0	0
Introduction to Technical Writing (092)	0	0	0
English Composition & Literature (101)	1	4	1
Honors English Composition & Literature (101H)	0	1	0
Intermediate Composition, Literature & Critical Thinking (102)	0	0	0
Critical Reading, Writing & Thinking (103)	0	0	0
Creative Writing (105)	0	2	0
American Literature I (260)	0	0	0
American Literature II (261)	0	0	1
Introduction to Poetry (263)	0	1	0
Mythology (271)	0	0	0
The Bible as Literature (272)	0	0	2
Total	3	10	4

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Further analyses were performed to investigate the distribution of actual grades in math and English compared with all other COC students in the same sections. For example, nine "A" grades were awarded to AOC students for math courses completed in Fall 2002.

Table 7. AOC Grade Distribution in Math and English Compared to Other COC Students in the Same Sections*

MATH					ENGLISH		
AOC	Grade	Fall 2000	Fall 2001	Fall 2002	Fall 2000	Fall 2001	Fall 2002
	A	22	11	9	2	4	1
	B	34	25	21	1	2	0
	C	42	29	11	0	1	1
	CR	1	7	3	0	1	0
	D	13	18	14	0	0	0
	F	15	19	17	0	2	2
	FW	N/A	N/A	2	0	0	0
	IF	2	0	0	0	0	0
	MW	0	0	0	0	0	0
	NC	4	3	6	0	0	0
	W	8	10	9	0	0	0
	Total	**141**	**122**	**92**	**3**	**10**	**4**
All Other Students (Same Sections)	A	233	217	202	19	52	17
	B	357	269	253	23	55	20
	C	423	344	346	11	42	13
	CR	59	76	69	0	15	0
	D	132	116	137	15	9	1
	F	365	308	239	18	28	7
	FW	N/A	N/A	28	N/A	N/A	0
	IF	2	1	1	2	1	1
	MW	0	2	0	0	0	0
	NC	94	79	68	0	6	0
	W	270	344	238	10	38	11
	Total	**1935**	**1756**	**1581**	**98**	**246**	**70**

*Numbers shown represent the numbers of students.

Note: FW is a new grade symbol adopted in District Board Policy 508.3. The FW grade indicates a failing grade because the student has ceased to participate in the class sometime after the withdrawal deadline. The FW grade is treated in the same manner as an F grade for the purposes of calculating grade point average, course repetition, and academic standings for probation / dismissal.

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Tables 8 and 9 illustrate AOC student enrollment by academic department for Fall 2001 and Fall 2002. In total, AOC students enrolled in courses from 39 different departments, including 182 in Personal Development, 122 in math and 52 in physical education during the Fall 2001 semester. During the Fall 2002 semester, AOC students enrolled in courses from 40 different departments, including 92 enrollments in math, 74 enrollments in personal development, and 51 enrollments in general studies.

Table 8. AOC Course Enrollment by Academic Department - Fall 2001

Admin of Justice	1	Chemistry	4	Computer Science	9	English	10	Journalism	4	Physical Education	52	Spanish	10
Anthropology	2	Early Childhood Education	1	Comm. Studies	4	French	4	Math	122	Physics	1	Theater	8
Art	13	Cinema	3	Coop Work Experience	3	General Studies	53	Music	14	Political Science	2		
Astronomy	2	Computer Info Tech	9	Dance	18	Geology	5	Personal Development	182	Psych	18		
Bio Sciences	5	Computer Electronics	3	Design Arts Tech	7	German	2	Philosophy	4	Radio/TV/ Film	5		
Business	6	Computer Networking	5	Economics	1	History	5	Photography	12	Sign Language	12	Total	640

Table 9. AOC Course Enrollment by Academic Department - Fall 2002

Animation	2	Cinema	3	Design Arts Tech	3	Geology	2	Personal Development	74	Radio/ Television/ Film	1
Art	3	Computer Info Tech	11	Early Childhood Education	1	History	9	Philosophy	2	Sociology	7
Astronomy	2	Computer Networking	8	Economics	4	Humanities	1	Photo	7	Spanish	7
Bio Sciences	5	Computer Science	1	English	4	Interior Design	3	Physical Science	1	Theatre	7
Business	2	Communicatio n Studies	3	French	2	Math	92	Physical Education	31		
Chemistry	4	Dance	11	General Studies	51	Music	13	Psychology	16	Total	393

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The number of UC and CSU transferable units successfully completed by AOC students during Fall 2000, Fall 2001 and Fall 2002 was analyzed. Note: Successfully completed is defined as passing UC and CSU courses with a "C" or better.

Fall 2000 UC / CSU Units

- ***Median*** number of UC / CSU units successfully passed: 3 units
- ***Fifty percent*** successfully passed between 1 and 3 units,
- ***Thirty-five percent*** successfully passed between 4 and 6 units;
- ***Thirteen percent*** successfully passed between 7 and 9 units and
- ***Two percent*** successfully passed between 10 and 12 units.

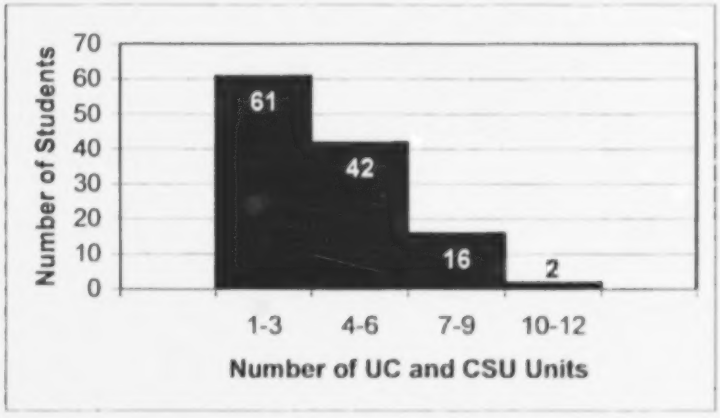

Figure 5: Fall 2000 UC and CSU Units Successfully Passed by AOC Students

Fall 2001 UC / CSU Units

- ***Median*** number of UC / CSU units successfully passed: 4 units.
- ***Thirty-six percent*** successfully passed between 1 and 3 units,
- ***Forty-one percent*** successfully passed between 4 and 6 units,
- ***Nineteen percent*** successfully passed between 7 and 9 units, and
- ***Five percent*** successfully passed between 10 and 12 units.

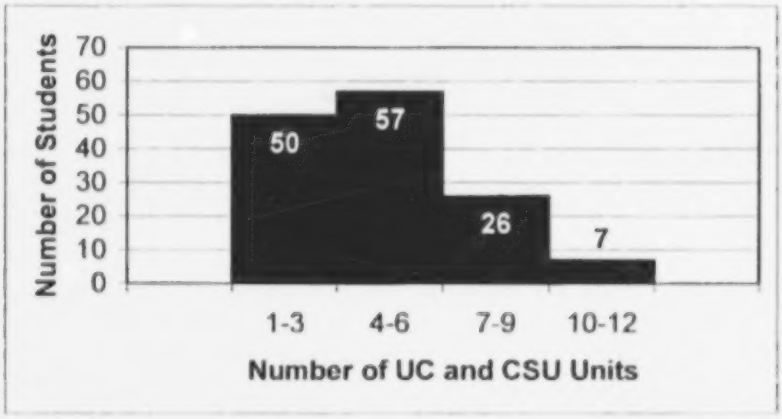

Figure 6. Fall 2001 UC and CSU Units Successfully Passed by AOC Students

Fall 2002 UC / CSU Units

- ***Median*** number of UC / CSU units successfully passed: 3 units.
- ***Fifty-two percent*** successfully passed between 1 and 3 units,
- ***Twenty-nine percent*** successfully passed between 4 and 6 units,
- ***Sixteen percent*** successfully passed between 7 and 9 units, and
- ***Three percent*** successfully passed between 10 and 12 units.

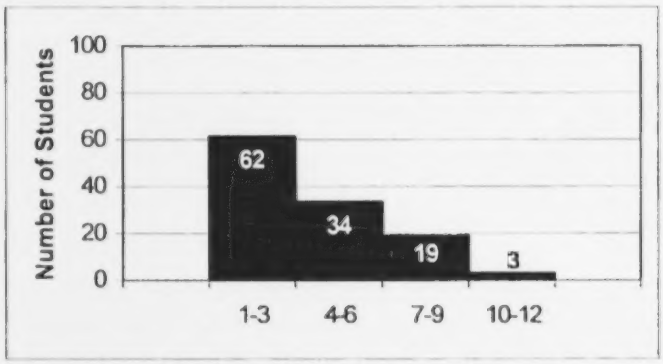

Figure 7. Fall 2002 UC and CSU Units Successfully Passed by AOC Students

An analysis was performed to determine the drop / add activity for AOC students as of first census date, including the average number of adds and drops per student. First census date is defined as the fourth Monday after a term begins. Results for AOC students' drop / add activity is shown below in Figure 8.

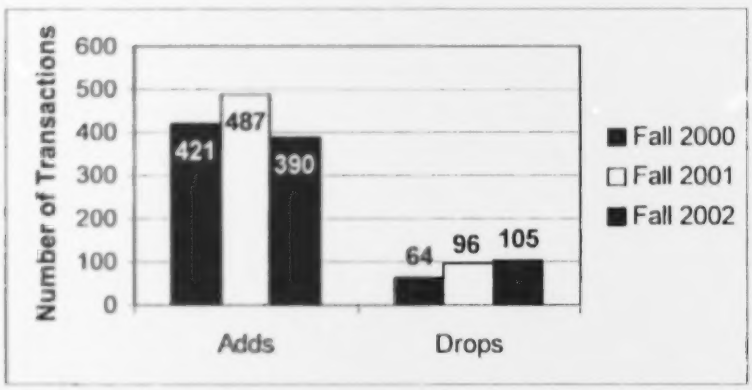

Figure 8: Number of Adds and Drops by AOC Students as of First Census Date.

*Note: Total AOC Number of AOC Students for Fall 2000 (130), Fall 2001 (156) and Fall 2002 (135) as of First Census Date.

The average number of adds per student for Fall 2000, Fall 2001 and Fall 2002 was 3 per term. On average each AOC student is adding 3 courses. The average number of drops per student for Fall 2002 was one per student, which is one transaction less per student than seen during the Fall 2000 and Fall 2001 terms (two transactions per student during these terms).

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Stanford Achievement Test (SAT-9) Results

Each year students in the 11th grade are administered the Stanford Achievement Test (SAT 9), a nationally norm referenced test. Students are tested in math, reading, language, science, and social science. Figure 9 shows the percent of AOC juniors scoring at or above average (50th percentile) on the reading portion of the SAT-9 compared to the other juniors at the comprehensive high schools in the Wm. S. Hart Union High School District and the State. ***Seventy-four percent of AOC Spring 2002 juniors scored at or above average (50th percentile), on the reading portion of the SAT 9, compared to the percentages for their counter parts in the Wm. S. Hart Union High School District and the State, which were 47 and 37 percent, respectively.***

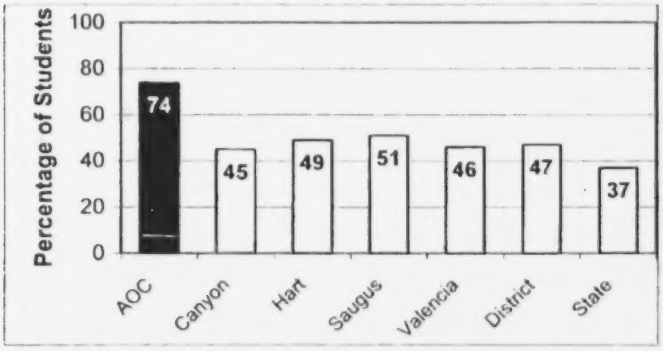

Figure 9. Percent of Juniors at AOC Scoring At or Above Average (50th percentile) compared to other Comprehensive High Schools in the Wm. S. Hart Union High School District and the State on the Reading Portion of the SAT 9 - 2002

Eighty-nine percent of ***AOC Spring 2002 juniors*** scored at or above average (50th percentile), on the ***language*** portion of the SAT 9, compared to the percentages for their counter parts in the Wm. S. Hart Union High School District and the State, which were **62** and **50** ***percent,*** respectively (see Figure 9).

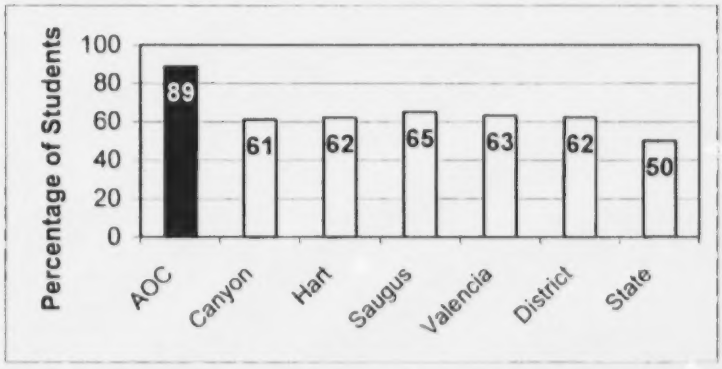

Figure 10. Percent of Juniors at AOC Scoring At or Above Average (50th percentile) compared to other Comprehensive High Schools in the Wm. S. Hart Union High School District and the State on the Language Portion of the SAT 9 - 2002

Additionally, **71 percent** of AOC juniors scoring at or above average (50th percentile) on the math portion of the SAT-9. AOC students are required to take math at College of the Canyons, since it is not part of the AOC curriculum. The percent of juniors scoring at or above average for the district and the state was **57** and **47 percent**, respectively.

Table 10 illustrates the percent of AOC juniors scoring at or above average (50th percentile) on the SAT-9 subject tests compared to other comprehensive high schools in the Wm. S. Hart Union High School District and the State for Spring 2002.

Table 10. Percent of Students Scoring At or Above Average (50th percentile) for AOC Juniors for Subjects Tested on the SAT-9 Compared to other Juniors at the Comprehensive High Schools in the Wm. S. Hart Union High School District and the State: Spring 2002

	AOC	Canyon	Hart	Saugus	Valencia	District	State
Reading	74	45	49	51	46	47	37
Language	89	61	62	65	63	62	50
Math	71	54	62	65	57	57	47
Science	67	48	57	64	55	54	43
Social Science	94	68	71	78	71	71	59

AOC Alumni

Recently an analysis was done to investigate what English courses AOC alumni are enrolling in at COC upon graduation from the Academy. Upon graduation from AOC, alumni from the 2001 and 2002 graduating classes have enrolled in a variety of English courses with the majority being remedial (**60%**), which is ***lower*** than the percentage of other Wm. S. Hart Union High School District alumni enrolling in remedial English courses (**76%**). It is important to note that the AOC and other Hart District alumni were tracked during the same period following graduation from their respective high schools. Table 11 illustrates the percentage of enrollments by English course taken by AOC alumni from the 2001 and 2002 graduating classes at COC upon graduation from the Academy.

Course Title	Enrollment
English 034 - Reading Skills	6%
English 035 - Sentence Writing	4%
English 080 - Intro to College Reading	23%
English 090 - Writing Skills	25%
English 092 - Intro to Technical Writing	2%
English 101 - English Composition & Literature	16%
English 102 - Intermediate Composition, Literature & Critical Thinking	5%
English 103 - Critical Reading, Writing & Thinking	2%
English 105 - Creative Writing	3%
English 250 - British Literature I	1%
English 251 - British Literature II	1%
English 260 - American Literature I	3%
English 263 - Introduction to Poetry	3%
English 272 - The Bible as Literature	4%
English 275 - Shakespeare	1%

Table 11. English Courses Taken by AOC Alumni at COC Upon Graduation at the Academy(2001 and 2002 graduating classes)*

Source (USX M01, F01, S02, M02, F02 referential files from the CCCCO).

*Enrollment in English courses at COC were counted starting with the summer term upon graduation from AOC.

Where are they now?

Seventy-seven ***percent*** of AOC alumni have chosen to continue their post-secondary education at College of the Canyons, while **20** ***percent*** have transferred to institutions including,

- Art Center - Pasadena
- Biola University
- Brigham Young University-Idaho
- CSU Fullerton
- CSU Long Beach
- CSUN
- Citrus College
- Culinary Art Schools
- Fayetteville Technical Community College
- Fashion Institute of Design & Merchandising
- ITT Technical Institute
- San Diego State University
- Santa Rosa Junior College
- UCLA
- University of Florida
- Western Kentucky University.

Only **three** ***percent*** (3 out of 115) of AOC graduates are taking some time off and are currently working.

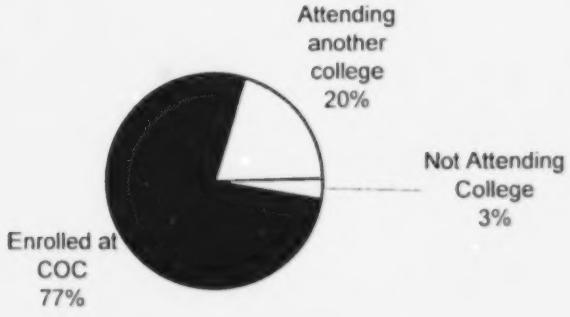

Figure 11. Percent of AOC Alumni Enrolled in College – Class of 2001 and 2002

Conclusions

Evaluation of AOC student success where retention and success were the outcome measures revealed that AOC students outperformed other COC students in the same classes. ***In fact, the success rate for AOC students was 8% higher than other COC students!*** AOC students' success rate was lower than other concurrently enrolled students not attending AOC; however, their success rates have consistently been higher than all other COC students enrolled in the same courses for Fall 2000, Fall 2001 and Fall 2002. These results are compelling considering:

- AOC students completed 7 units each on average for Fall 2002 and
- The scope and rigorous nature of the college courses attended by AOC students.

While AOC retention and success rates are higher than other COC students enrolled in the same sections, success rates continued to show a decline from the Fall 2001 to Fall 2002 semester. Comparing *Fall 2000, Fall 2001 and Fall 2002*, success rates also declined for other COC students enrolled in the same sections. On the other hand, while there seems to be less consistency with the success rates of other concurrently enrolled students (not AOC) over the same period, their rates for Fall 2001 and Fall 2002 continue to be higher than AOC students. Interestingly, ***AOC juniors*** had high ***higher*** retention and success rates (**95** and 77, ***respectively***) than the seniors (**87** and **66** ***percent***, respectively) for the Fall 2002 term (see Figure 3). This may help explain the lower success rate for all AOC students from Fall 2000 to Fall 2002, since the proportion of seniors has likely increased. It is possible that "senioritis" is accounting for the lower success rate of AOC seniors compared to AOC juniors, thus bringing down the overall success rate for AOC students. It is important to continue comparing the retention and success rates of juniors and seniors in subsequent terms to see if there is a trend.

AOC retention rate for the Fall 2000 to Fall 2002 semester decreased from **96** to **91** ***percent***, respectively. This decline is also shown for other concurrently enrolled students (not AOC) for the Fall 2000 and Fall 2002 semesters (**92** and **87** ***percent***, respectively) and other COC students **69** and **63** ***percent***, respectively. While AOC students showed a decline from the Fall 2000 to Fall 2002 semester, their retention rate across all terms was higher than other concurrently enrolled students (not AOC) and other COC students enrolled in the same sections. Interestingly, results were similar for another middle college high school. During its first semester of operation, the middle college high school located at Shelby State Community College (SSCC) in Tennessee had a retention rate of 95.5 percent, which is comparable with Academy of the Canyons' first term retention rate of 96 percent (Heard, 1988).

The success of concurrently enrolled AOC students was further analyzed disaggregating by ethnicity and gender for math and English courses. In Fall 2002, there were too few enrollments within the ethnic categories to report success other than students in the "white" ethnic category, which had more than 10 enrollments.

Consistently, AOC students enroll in English to a much lesser degree than math when comparing the 2000/01, 2001/02 academic years and the Fall 2002 term. One reason could be that more high school level English than math courses are offered at AOC.

Recently an analysis was done to investigate what English courses AOC alumni are enrolling in at COC upon graduation from the Academy. Upon graduation from AOC, alumni from the 2001 and 2002 graduating classes have enrolled in a variety of English courses with the majority being remedial (**60%**), which is ***lower*** than the percentage of other Wm. S. Hart Union High School District alumni enrolling in remedial English courses (**76%**). Faculties from College of the Canyons and the Wm. S. Hart Union High School District should consider issues related to the articulation of curriculum and consistency of expectations across academic levels.

Results also showed that 77 *percent* of AOC alumni have chosen to continue their post-secondary education at College of the Canyons, while **20** ***percent*** have transferred to four-year or two-year institutions. ***Only*** **three** ***percent*** (3 out of 15) graduates are currently working and not enrolled in college.

Analysis to examine the number of UC and CSU transferable units successfully passed by AOC students during Fall 2000, Fall 2001 and Fall 2002 revealed the following for each term:

- **Fall 2000**
  - Median number of UC / CSU units successfully passed: 3 units
  - **Fifty** ***percent*** successfully passed between 1 and 3 units, 35 percent successfully passed between 4 and 6 units; 13 percent successfully passed between 7 and 9 units and 2 percent successfully passed between 10 and 12 units.

- **Fall 2001**
  - Median number of UC / CSU units successfully passed: 4 units.
  - **Forty-one** ***percent*** successfully passed between 4 and 6 units, 36 percent successfully passed between 1 and 3 units, 19 percent successfully passed between 7 and 9 units, and 5 percent successfully passed between 10 and 12 units.

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➢ **Fall 2002**

- Median number of UC / CSU units successfully passed: 3 units.
- **Fifty-two *percent*** successfully passed between 1 and 3 units, 29 percent successfully passed between 4 and 6 units, 16 percent successfully passed between 7 and 9 units, and 3 percent successfully passed between 10 and 12 units.

Analysis of the drop / add activity of AOC students as of 1st census date revealed that on average students are adding three courses (Fall 2000, Fall 2001 and Fall 2002). On average, each AOC student added 3 classes for each term (Fall 2000, Fall 2001 and Fall 2002). The average number of drops during the Fall 2002 term was one per student, which is lower than the Fall 2000 and Fall 2001 terms (average number of drops per student was two for each term).

Overall, AOC students are successfully completing college course work requirements identified by AOC as seen in the aforementioned retention and success rates. Given the pattern of retention and success rates decreasing from the Fall 2000 to Fall 2002 semester, consideration can be given to exploring ways to provide additional support services designed to help minimize the decrease in retention and success rates, especially among the seniors who had a lower success rate than juniors during the Fall 2002 term.

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